DOCUMENT RESUME

ED 403 189 SO 026 509

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TITLE Peace Education: A World Perspective for the 1990s.
INSTITUTION School of Education, Malmo (Sweden).
REPORT NO ISSN-1100-3391
PUB DATE 95
NOTE 24p.; (This is a slightly revised version of Chapter 5 of the book "International Education and the University" (pp.81-101), edited by J. Calleja, London: Kingsley and Paris: UNESCO, 1995).
PUB TYPE Information Analyses (070)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Conflict Resolution; *Educational Change; Educational Planning; Global Approach; *Global Education; Higher Education; International Education; *Peace; Prosocial Behavior; War
IDENTIFIERS *Peace Education

ABSTRACT

This booklet reports on an international survey of the ministries of education of several countries, conducted in cooperation with the National Board of Education in Sweden. The study sought to assess the status of peace education in various countries in the mid-1980s and again in 1991-92. The questionnaire concentrated on three questions: (1) whether the country had official recommendations for schools that teaching should include questions of peace or "peace education";*(2) whether there were instructional materials for school pupils or manuals for teachers dealing explicitly with peace education; and (3) whether there were recent public discussions on the topic of peace education. Although peace education has emerged as a recognized topic for consideration, the researcher concludes that much remains to be done about instructional materials and planning. (EH)

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ED 403 189

PEACE EDUCATION: A WORLD PERSPECTIVE FOR THE 1990s

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In: Calleja, J. (Ed.) **International Education and the University.** London: Kingsley & Paris: Unesco, 1995. Pp. 81-101.

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Chapter 5

Peace Education: A World Perspective for the 1990s

Åke Bjerstedt

INTRODUCTION

In order to get some kind of overview of the situation of peace education in the mid-1980s, I carried out an international survey in cooperation with the National Board of Education in Sweden. In 1985-86 we approached the ministries of education (or the corresponding official bodies) in a number of countries around the world, asking them to answer some questions on peace education in their country.

Preliminary findings from this international questionnaire were presented at the IPRA Conference in 1986 (see Bjerstedt 1986), and a more detailed analysis was later made in a small book entitled "Peace Education in Different Countries" (Bjerstedt 1988).

A great deal has happened in the educational world from the middle of the 1980s to the beginning of the 1990s, and considerable changes in the international political arena have occurred, including the end of the cold war between East and West. It therefore seemed appropriate to try to make a new overview of the current situation of peace education, i.e. at the beginning of the 1990s. After I had accepted the role as coordinator of the Peace Education Commission (PEC) in 1990, this task seemed especially relevant to me, and I decided also to include a questionnaire to the members of the PEC Network.

PROCEDURE

The school authorities study carried out in 1985-86 used quite a brief questionnaire, concentrating on three main questions. At the same time, however, the addressees were requested to send supplementary information in the form of official texts, debate articles, guidebooks and the like, which

would make it possible to obtain a multifaceted and concrete picture.

An attempt was made to reach most geographical units in Europe and North America and, in addition, we sent our request for information to a small number of countries outside Europe and North America. In some countries, school matters are not dealt with by central offices, but by authorities of subareas. This applied to West Germany and England, for example. In these cases, the questions were sent to the relevant authority, as exemplified by the different states of West Germany or a sample of local educational authorities in England. The main analysis of the 1985-86 study dealt with replies from 121 geographical areas (Bjerstedt 1988).

In our present school authorities study from 1991-92 we used a similar procedure. In addition, however, the respondents were requested to make some direct comparisons between the earlier situation and the present situation. Up to the middle of 1992 we received replies from 125 geographical areas, which are included in what we call our total school authorities group for 1991-92. Most of our analyses, however, will be made with a group of geographical areas from which we have got replies both in the 1985-86 study and the 1991-92 study. This group contains 100 geographical areas, and we refer to this group as our "comparison group".

It should be added that while both studies were carried out over an extended period, here referred to as 1985-86 and 1991-92, in the following we will use abbreviated labels: the 1986 study and the 1991 study.

In addition, our data collection during 1991-92 also included a questionnaire to members of the Peace Education Commission, a network of educators and researchers with a special interest in the peace education area. This special group were given the same questions as the school authorities, but also some additional questions dealing especially with the difficulties of peace education, the preferred terminology in the field and the possible goals or subareas of peace education. For some of the questions we analyze the data in two ways: using the total group of PEC respondents (80 people), or using a smaller group, where each geographical area is represented only by one individual (46 people). The latter group is referred to as the "reduced PEC" group.

THREE MAIN QUESTIONS

The three main questions in the school authorities studies relate to the Official Status of Peace Education, Peace Education Materials, and the Debate on Peace Education.

In Table 5.1 I have summarized some information from the two school

authorities studies, focusing on our "comparison group" (the 100 geographical areas included in both the old and the new study), but also giving some data from the total group in the 1991-92 study (125 geographical areas). Let us look at some of the results in Table 5.1.

The first question asked was whether or not the country had included some explicit recommendations in official documents for the schools that the teaching should include questions of peace or "peace education". Out of the 125 responding ministries or other official bodies in the more recent study, 65 said No, while 42 said Yes and 18 gave some other kind of answer. Obviously, many countries still do not have explicit official recommendations in this important area. (Excluding the various kinds of "other answers", we find a proportion of about 60 per cent No versus 40 per cent Yes). This shows that we still have a long way to go before peace education is generally seen as a normal and important ingredient in the school systems.

If we look at the data for the comparison group, where we can directly compare the response distribution from the same geographical areas in the middle of the 1980s and at the beginning of the 1990s, we see that the general pattern is very similar. In this respect we really find no change – neither for the better, nor for the worse.

In commenting on the results in this respect from the 1986 study, we noted that the several Yes replies could be considered a positive thing, in spite of the fact that the answers were in the minority. One or two decades ago, there had been almost no interest in peace aspects or peace education at all. Even though the official texts on which these Yes answers were based varied considerably in scope and concretion, it was a hopeful sign that many countries and states had had special committees working with recommendations, and that many of the texts were detailed and recent. In the mid-1980s, a new official recognition and legalization of peace education could be discerned.

We see today that this development has not continued. We have a status quo situation.

The second question illustrated in Table 5.1 was concerned with the existence of instructional materials for school pupils or manuals for teachers dealing explicitly with peace education. The proportion of Yes answers is higher here than in the case of official recommendations, and several respondents give concrete examples or enclose materials. Here, the response distributions are also quite similar in the old and the new study.

Table 5.1 Overview of answers on Peace Education by School Authorities in 1986 and 1991: Official Status of Peace Education (Question 1), Peace Education Materials (Question 2), and Debate on Peace Education (Question 3). – The analysis covers two groups: "The Comparison Group" (100 geographical areas answering both in 1986 and in 1991) and "The Total Group 1991" (125 geographical areas).

Question 1: Do you presently have some explicit recommendations in official documents for schools in your country that the teaching should include questions of peace or "peace education"?

	Yes	No	Other answer	n
Europe 1986	14	10	12	36
Europe 1991	14	14	8	36
United States 1986	3	32	5	40
United States 1991	9	28	3	40
Others 1986	11	8	5	24
Others 1991	9	12	3	24
Total Comparison Group 1986	28	50	22	100
Total Comparison Group 1991	32	54	14	100
Percentage Yes/No 1986	*36%*	*64%*		
Percentage Yes/No 1991	*37%*	*63%*		
Total Group 1991	42	65	18	125
Percentage Yes/No	*39%*	*61%*		

Question 2: Do you know of some instructional materials for school pupils or manuals for teachers in your country dealing explicitly with peace education?

	Yes	No	Other answer	n
Europe 1986	13	6	17	36
Europe 1991	16	8	12	36
United States 1986	17	19	4	40
United States 1991	16	18	6	40
Others 1986	8	10	6	24
Others 1991	12	7	5	24
Total Comparison Group 1986	38	35	27	100
Total Comparison Group 1991	44	33	23	100
Percentage Yes/No 1986	*52%*	*48%*		
Percentage Yes/No 1991	*57%*	*43%*		
Total Group 1991	52	44	29	125
Percentage Yes/No	*54%*	*46%*		

Table 5.1 (continued)

Question 3: Has there, in your country, been some recent public discussion on the topic of peace education (for example, in newspapers and in educational journals)?

	Yes	No	Other answer	n
Europe 1986	18	5	13	36
Europe 1991	9	15	12	36
United States 1986	22	12	6	40
United States 1991	17	16	7	40
Others 1986	13	7	4	24
Others 1991	11	8	5	24
Total Comparison Group 1986	53	24	23	100
Total Comparison Group 1991	37	39	24	100
Percentage Yes/No 1986	*69%*	*31%*		
Percentage Yes/No 1991	*49%*	*51%*		
Total Group 1991	41	55	29	125
Percentage Yes/No	*43%*	*57%*		

Explanatory Notes Table 5.1

1. The figures in the table for Total Group 1991 are based upon 125 independent answers to our questionnaire (which means that answers from federal authorities have been excluded). Most answers are from Ministries of Education (or the comparable official department). We have answers to the same questions in our 1986 study from 100 of these geographical areas. These 100 areas make up our Comparison Group, which is analyzed in more detail in the tables above.
   – We use 1986 and 1991 as short labels for the two studies. In fact, however, the first study was carried out in 1985 and 1986 and the second study in 1991 and 1992.

2. Answers for Europe include the following areas in the Comparison Group: Austria, Belgium: Communauté française, Belgium: Vlaamse Gemeenshap, Cyprus, Czechoslovakia, Denmark, France, Greece, Iceland, Liechtenstein, Luxembourg, Norway, Poland, Portugal, Scotland, Sweden, Switzerland, Turkey, The Vatican, Wales. – In Germany, the separate *Länder* deal with the school curriculum independently. Separate answers have been requested from them, and the following are included in the Comparison Group: Bavaria, Berlin, Bremen, Hamburg, Hessen, Niedersachsen, Nordrhein-Westfalen, Rheinland-Pfalz, Saarland, Schleswig-Holstein. – In England, finally, the authority on school affairs rests with local education authorities (LEAs); ten of these were approached, and the following could be included in the Comparison Group: Avon, Leeds, Leicestershire, Nottinghamshire, Sheffield.

3. In the United States, educational matters are handled by Departments of Education in the separate states. All of them were approached; 40 could be included in the Comparison Group.

4. Whereas an attempt has been made to reach most geographical units in Europe and the United States, other countries were approached more selectively, especially in the 1986 study. (An appendix is available from the author to those interested in further details on geographical units included.)

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We might have expected that the intervening years would have meant a further spread of teaching materials and knowledge about such materials to new areas. The fact that there are few distinct signs of such a development is a disappointment.

The third question presented in Table 5.1, finally, deals with the occurrence of recent public discussion on the topic of peace education, for example, in newspapers or in educational journals. Here we had the most "positive" Yes-No-proportion in the old study, with about 75 per cent Yes answers in the total group (Bjerstedt 1986). This is the only question among the three main ones in Table 5.1 where we see a clear change: the proportion of Yes answers is considerably lower in the new study. In the Comparison Group, the Yes proportion goes down from about 70 per cent to about 50 per cent.

It might, however, be slightly difficult to state unequivocally whether this change is a negative or a positive sign. To some extent it might be seen as negative: peace education is no longer so clearly on the agenda; there may be too much silence around it. On the other hand, part of the discussion in the middle of the 1980s might very well be characterized as overheated – political and ideological antagonisms led to one-sidedness and poor communication. Newspaper clippings from England and West Germany, for example, in the mid-80s testify to this. It is not to be regretted that some of this overheated attention to peace education has disappeared.

It is also possible to make some comparisons between groups of countries or geographical areas on the basis of the data in Table 5.1. Two observations may be made here. The first is that there is a marked difference between the European group and the United States as to explicit recommendations in official documents for the schools, with considerably fewer such recommendations in the United States. This is true for both the old and the new study, even though there is a slight increase in the United States in the latest study.

The second observation is that the drop in public attention to peace education in the form of debates is most noticeable in Europe. In the middle of the 1980s, the European group had the highest proportion of Yes answers to Question 3, whereas in the beginning of the 1990s they have the lowest one. This may be a consequence of the fact that the political changes in Europe have been so dramatic. To use a simplified formulation: The disappearance of the Berlin Wall changed the conditions for the peace education debate in Europe.

DIRECT COMPARISONS

The following are direct comparisons made by school authorities between the middle of the 1980s and the beginning of the 1990s as to the situation of Peace Education.

So far we have made comparisons between the situation of peace education in the middle of the 1980s and at the beginning of the 1990s by studying the answers given by school authorities at these two different points in time, but we also asked the school authorities – in the later study – to make some comparisons themselves. We present some information from these comparisons in Table 5.2.

First, the authorities were requested to give a general assessment (in terms of "identical or almost identical", "similar" or "quite different" situations). The results from the 100 geographical areas are very clear: Only 7 of them judge that the situation now is "quite different", while no less than 66 use either "identical/almost identical" or "similar" as assessment categories. This general view accords with the impression we got from the data in Table 5.1 above.

Second, the authorities were instructed to rate the possible differences or similarities in four more specific respects: degree of controversy, numbers of teachers involved, visibility in newspapers/journals, and broadness of the area covered by peace education. As Table 5.2 shows, in all four cases there is a majority of respondents who have abstained from making a judgement, probably feeling that the situations were fairly similar in these respects as well at the two time periods (or else not knowing enough about the situation). However, for those who did make a more specific statement, the general picture is very clear: There are many school authorities who indicate that peace education has become less controversial, that more teachers work with peace education today, that peace education is more visible, and – especially – that peace education is increasingly seen as a broad area (dealing not only with absence of war), while there are very few who make the opposite kind of judgement (that peace education has become more controversial etc).

Even though these assessments refer to part of the group only, they could be seen as hopeful signs for the situation of peace education. While we have had several indications of a status quo, we have at least some indications of a positive change as well.

In the lower part of Table 5.2 (Part II), the results from some subgroup comparisons are presented. In two respects (numbers of teachers involved and visibility), European school authorities give a somewhat less positive

Table 5.2 School authorities compare 1991 with 1986 for Peace Education

Part I: Results from "Total Comparison Group" (n=100): General assessment, Controversy, Numbers of teachers involved, Visibility in newspapers/journals, Broadness of area

Assessment	Response distribution
The situation now is identical or almost identical	33
The situation now is similar	33
The situation now is quite different	7
Other answer (combinations)	14
No judgement expressed	13
Peace education has become less controversial	32
No judgement	64
PE has become more controversial	4
More teachers work with PE today	25
No judgement	66
Fewer teachers work with PE today	9
PE is more visible in newspapers/educational journals	30
No judgement	61
PE is less visible in newspapers/educational journals	9
PE is more often seen as a broad area (dealing not only with absence of war)	38
No judgement	61
PE is more often seen as a narrow area (dealing primarily with armament/ disarmament issues)	1

Part II: Results from subgroup comparisons: Numbers of teachers involved and Visibility in newspapers/journals

Assessment	Europe (n=36)	United States (n=40)	Others (n=24)
More teachers	8	7	10
No judgement	21	32	13
Fewer teachers	7	1	1
More visible	10	8	12
No judgement	19	30	12
Less visible	7	2	0

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picture of the changes than authorities in the other groups.

Some of our school authorities have added brief descriptions of "other changes", which may be illustrated with two quotations. The first one comes from the local education authority of Sheffield (similar statements have also been made by other English areas): "Peace education is far less controversial because it is rarely discussed. Since the introduction of the National Curriculum, many teachers and administrators have been focusing their attention on implementing the core subjects, and currently they have little time to give to broader issues. For example, at a recent city-wide meeting on 'Responding to War – Educating for Peace' held at the time of the Gulf War, only 3 teachers attended. There are now few (if any) in-service courses directly related to Peace Education, and posts of responsibility for this area have almost entirely disappeared. There is, however, still great interest in conflict resolution, though for many teachers, this is prompted by their concern about disruptive behaviour."

We got this report from New Zealand: "Changes to our education system have decentralized many curriculum decisions, and it is less easy to generalize than in 1986. Adverse economic conditions and increasing unemployment have concentrated media and school attention on 'skills for the future workforce'. However, conflict resolution, co-operation and dealing positively with crises are highly valued. Peace education tends to be embodied in classroom approaches rather than in subject matter. The environment and conservation are significant issues, which relate well to management of conflict. These topics are important in our schools."

VIEWS OF EDUCATORS AND RESEARCHERS

The Peace Education Commission (PEC) is a network within IPRA (the International Peace Reserch Association), established to facilitate international cooperation among individuals interested in peace education and research related to peace education (see Percival 1989). The members of this network were requested to fill in a questionnaire sent to them with other information and newsletter materials in 1991. Some of the questions were the same as those just reported on in the school authorities study. In this brief report we will, however, focus on some additional questions which try to illustrate other aspects.

Peace Education: Problems of Terminology and Acceptance

There are several indications in the literature and in the experiences of individuals that the term "peace education" is felt to be problematic and that

people tend to avoid it. In order to get some idea of how widespread this phenomenon is, we put the following question to the PEC group: "Do teachers or school administrators often prefer to talk about issues related to peace education under other terms than 'peace education'? If yes: Which term or terms are most frequently used?"

Table 5.3 presents the responses given in the PEC groups to the first part of the question as well as examples of alternative expressions. The response distributions give a very clear picture, with essentially the same distribution in the total PEC group and the reduced group (where each geographical area was only represented by one individual). There is a very large number of Yes responses (around 60 per cent) and fairly few No responses (around 25 per cent). Peace education is apparently still "a controversial term", and this is true in many countries.

The alternative terms mentioned in reply to the last part of the question cover a large and multifaceted spectrum. Among the most frequently mentioned terms are: conflict resolution, development education, environmental education, global education, human rights education, international education and political education. Other examples given include: antifascist education, citizen education, education for international understanding, multicultural education and world studies. It is easy to accept that most of these terms refer to educational ambitions more or less related to what peace educators mean by peace education.

However, most of the terms refer to specific educational tasks which cannot be said to cover the same area. And the broad spectrum of suggestions is a problem in itself in the sense that if we should try to recommend an alternative term, there seems to be no generally accepted expression. Even though it may be natural for us, in some practical work with schools, to adapt our terminology to what works out well in the local dialogue, there seems to be solid justification for our long-term effort to try to improve upon the connotations of "peace" and "peace education" rather than avoid these expressions (see for example, terminological discussions in Harris, Young & The Project 1989; Hicks & The Project 1990). Isn't it really an important task of peace education to transform terms like "peace" and "peace education" from "bad" words into "good" words?

However, it is not only the *term* "peace education" that is met with avoidance reactions. We have several indications that there have been difficulties in getting peace education generally accepted. Is this still true today, and how widespread is such potential resistance? In order to get some infor-

Table 5.3. Terms used for Peace Education: Do teachers or school administrators often prefer to talk about issues related to peace education under other terms than "peace education"? If Yes: Which term or terms are most frequently used? Responses given by the "PEC Groups" (PEC = Peace Education Commission).

Part I: Response distribution

Group	Yes	No	Other answer
"Total PEC" (n=80)	49 (61%)	21 (26%)	10 (13%)
"Reduced PEC" (n=46)	28 (61%)	12 (26%)	6 (13%)

Note: The "Total PEC" group consists of all the 80 individuals answering the PEC Questionnaire. The "Reduced PEC" group is a selected subgroup, in which there is only one respondent from each geographical area.

Part II: Examples of individual responses

Answer 2 (Peru): "Liberation education, critical thinking, awareness raising."

Answer 17 (England): "The term 'peace education' is not used at all by the vast majority of teachers and administrators. Probably the nearest term in current use is 'teaching about controversial issues'."

Part III: Alphabetical list of terminological examples (not complete)
/A few often mentioned terms are given in italics./

Antifascist education
awareness raising
citizen(ship) education
community relations education
conflict management
conflict resolution
cross-cultural education
cultural studies
democracy education
development education
disarmament education
ecological education
education for coexistence
education for international understanding
education for mutual understanding
education in the spirit of peace
environmental education
Gandhian studies
global education
global studies
human rights education
intercultural education
international education
international studies
liberation education
moral education
multicultural education
peace studies
political education
teaching about controversial issues
values education
world studies

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mation on this matter, we included the following question in the PEC questionnaire: "Do you perceive any difficulties in getting peace education broadly accepted in your country? If Yes: Please specify the kinds of difficulties involved."

Table 5.4 contains basic information about the reactions from our PEC groups. The first part presents the basic data on the response distribution. We see that a large majority of the group – representing a broad range of geographical areas – perceive such difficulties in getting peace education accepted. Only about 20 per cent say No, whereas about 75 per cent say Yes. Again, the response distribution is essentially the same in both groups analyzed: total and reduced.

The character of the difficulties mentioned varies somewhat, as the examples given in Part II of Table 5.4 show. Many deal with the fact that the ideals and goals of peace education conflict with an established culture where nationalism, violence and militaristic traditions still play an important part. (See different variations on this theme in answers 6, 7, 35, 42, 66 and 67 in Table 5.4, with representatives from England, Israel, Japan, and the United States.) Other answers focus on the lack of initiative or general slowness on the part of educational authorities (see answers 14 and 33), a lack of interest in the general public due to other issues attracting attention (see answer 27), or organizational problems within the school itself (see answer 5).

It seems to be an important task for educators and researchers interested in peace education to try to understand the character of the resistance or the difficulties in each particular area and to use this understanding to find better ways to overcome the barriers. The most difficult problem may be the fact that, in many countries, peace education faces an established culture which is basically bellicose. It is very natural, then, that peace education meets with difficulties, but at the same time this makes peace education efforts all the more important. It certainly is no small task to change major trends in a culture, but education constitutes one natural arena where some progress in that direction can be made. How this can best be done at each particular time and place is something that peace educators and peace researchers have to work on, and many research disciplines may make contributions to this process.

The Goals of Peace Education

A crucial aspect of peace education – although too seldom discussed in detail – is what we try to achieve in terms of insights, skills, attitudes,

Table 5.4 Acceptance of Peace Education: Do you perceive any difficulties in getting "Peace Education" broadly accepted in your country? If Yes: Please specify the kinds of difficulties involved. Responses by the "PEC Groups".

Part I: Response distribution

Group	Yes	No	Other answer
"Total PEC" (n=80)	60 (75%)	16 (20%)	4 (5%)
"Reduced PEC" (n=46)	35 (76%)	10 (22%)	1 (2%)

Part II: Examples of individual responses

Answer 5 (The Netherlands): P.E. is especially a problem of the timetable and of influencing the content (curricula, textbooks) of existing school subjects from a 'peace educational perspective'... I will emphasize the problem that teachers/schools are 'overburdened' with ever more new issues, whereas the timetable (the real possibilities to deal with these issues) is and becomes ever more restricted.

Answer 6 (England): P.E. is inevitably perceived as subversive by the educational establishment. The attempts to scandalise P.E. in the 1980s were partly successful. However, several local education authorities still have some kind of commitment to P.E.

Answer 7 (England): 'Mainstream' British culture, self-selected in the monopolistic media, is ... self-righteously bellicose (e.g. Falklands, Gulf). Peace is seen as marginal, subversive, unattractive and threatening – *but* the silent majority, the *real* culture of Britain, is essentially peace-loving...

Answer 12 (New Zealand): The new Conservative government (elected Nov. 1990) is deeply opposed to it. There is however still quite a lot of activity outside the formal areas of education, e.g. a Peace Van which visits schools.

Answer 14 (India): Lack of materials, lack of initiatives on the part of educational authorities.

Answer 27 (Zimbabwe): People less interested because they are busy with bread and butter issues.

Answer 33 (Russia): Educational authorities are very slow in their involvement in peace education.

Answer 35 (USA): This is a very threatening topic. Many people rely on violence, e.g. parents spank children, defense contractors build weapons...

Answer 42 (USA): Peace education broadly conceived is education for social change, and the U.S. is a very conservative country. Also very bellicose or can easily be whipped up to favor a war – e.g. recent Gulf War supported by 90+% of people.

Answer 66 (Japan): Education has become a means to seek for economically stable lives. Preparation for higher education dominates the atmosphere of all school education. The Japanese government wants to educate young people to be obedient labour power, to be more nationalistic rather than humanitarian.

Answer 67 (Israel): With the Intifada and the Shamir government, peace education is a low priority.

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values or behavior tendencies among the students. When approaching an expert group, such as the educators and researchers in the PEC network, it seemed natural to touch upon this aspect: the goals of peace education.

One part of the PEC questionnaire listed 17 expressions for possible goals or subareas within peace education. The respondents were to mark those that were felt to be relevant for peace education. If possible, the three most important ones should be underlined. In addition, the respondents could add other goals or subareas.

The 17 "goal expressions" used in the questionnaire are reproduced in Table 5.5. Three scores were calculated for each expression: R = the number of respondents who had marked this expression as "relevant"; MI = the number of respondents who had indicated this expression as belonging to the (three) most important ones; Combined Score = 1xR + 3xMI. Whereas the first two scores contain the basic summary of the responses, the third one is admittedly a more arbitrary kind of score, trying to combine the two basic pieces of information, giving the "most important" votes some extra weight.

Among the results, it can be noted that:

- the total goal area was seen as quite broad: all 17 expressions were selected as relevant and important;
- special emphasis was placed on global perspectives, ability to generate alternative visions, intercultural awareness, insights into the present injustice and lack of equality in the world society, and readiness to work for justice and more equal distribution;
- importance was attached not only to cognitive aspects (such as intercultural awareness), but also to value perspectives (such as global ethics based on human rights) and to readiness for action (such as readiness to work for justice and more equal distribution).

The respondents were asked to supplement the list of 17 expressions with additional goals or subareas of peace education. The majority (about 60 per cent) made no additions, while about 40 per cent added some formulations. Some of these added expressions might perhaps be seen as alternative formulations closely related to the expressions already mentioned in the questionnaire, but some dealt with aspects that were not included in the list presented. Some examples of such individual responses are given at the bottom of Table 5.5.

In our work in Malmö with the goals or objectives of peace education, we have found it useful to group them in the way illustrated in Table 5.6.

Table 5.5 Goals of Peace Education as rated by the "Total PEC" Group (n=80).
R = The number of respondents who marked this expression as "relevant";
MI = The number of respondents who indicated this expression as belonging to the (three) most important ones;
Combined Score (1xR + 3xMI)

Possible goals or subareas within peace education	R	MI	Combined Score
1) Insights into the instabilities and risks of violence-based solutions	36	10	66
2) Intercultural awareness	43	13	82
3) Global perspectives	53	25	128
4) Ecological perspectives	38	3	47
5) Insights into present injustice and lack of equality in the world society	41	13	80
6) Awareness of prejudice	30	3	39
7) Ability to look critically at historical and present developments	39	9	66
8) Ability to generate alternative visions	46	14	88
9) Non-violence ethics	39	10	69
10) Global ethics based on human rights	43	11	76
11) Equality ideal	19	2	25
12) Taking the position: Shaping the future is our common task	26	5	41
13) Willingness and ambition to work for peace and against violence-based solutions	36	12	72
14) Broad field of responsibility	26	6	44
15) Involvement in the development of the world society	30	7	51
16) Readiness to work for justice and more equal distribution	39	13	78
17) Readiness to develop and work for alternative visions in cooperation with others	38	11	71

Additional goals or subareas of peace education: The respondents were asked: "Are there other goals or subareas of peace education in your view? If yes: Please write them down!" 61 per cent of the group made no additions, while 39 per cent added some formulations. Examples of individual responses:

Answer 13 (N. Ireland): Knowledge, understanding and skills associated with "good communication" and "interpersonal relations" so that young people are empowered to discuss rationally and investigate solutions to violence and injustice at all levels.

Answer 16 (United States): Development of skills of creative conflict resolution.

Answer 26 (Niedersachsen): To develop a democratic culture of disputing controversial issues (in German: "demokratische Streitkultur").

Answer 41 (The Philippines): 1) How the absence of peace is further perpetuated and strengthened by existing structures in some institutions, e.g. church, schools; 2) media awareness.

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(An earlier version of this illustration was included in Bjerstedt 1990b.)

We start from three psychological aspects, given as the headings of three columns: Cognitive components (knowledge, conceptions), value perspectives and forms of preparedness for action.

In addition, we have used four content-related areas in this analysis, presented in Table 5.6 as the headings of rows: they are briefly and tentatively labelled "Preparedness for Non-violence", "World Citizen Responsibility", "Egalitarian Attitudes", and "Readiness to Search Critically for Alternatives". As you can see, the seventeen expressions in the PEC Questionnaire were more or less directly taken from the cells of this 3 by 4 cell system.

The responses of the PEC members can also be seen as some kind of check – and as a chance of improvement – of this goal description system. The fact that all seventeen expressions were selected as relevant and important (and perhaps also that the majority of the PEC respondents did not want to add anything here) might be seen as some kind of validation of the basic set-up of goal descriptions. In addition, a few improvements have been made by adding a couple of goal descriptions in Table 5.6 that were not included in our earlier versions but that appeared in the responses as additions to the list of goals.

Even though such attempts to divide the field of goals into twelve subareas give a useful basic overview, each subarea is still fairly large, which means that the subgoal categories should be further broken down into more specific and concrete formulations of objectives. How this can be done has been illustrated elsewhere (see for example, Bjerstedt 1990b).

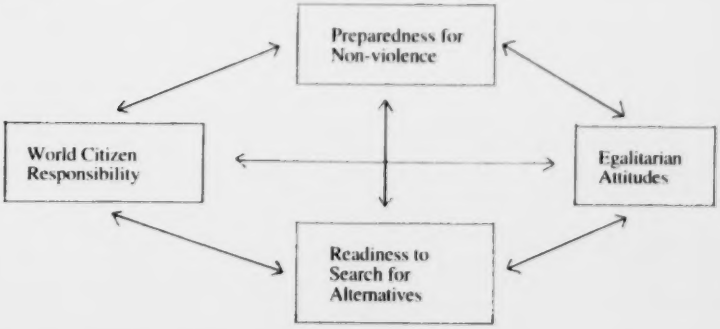
SUMMARY AND FINAL COMMENTS

In this brief report we have analyzed the results from two questionnaire studies on the situation of peace education in different countries or regions. One of the studies approached school authorities (ministries of education or similar offices). The analyses deal with a "total group" of 125 geographical units answering in 1991-92 as well as with a special "comparison group" of 100 areas which were studied both in 1985-86 and in 1991-92. The other study collected views from a group of educators and researchers with special interest in peace education – members of the PEC (Peace Education Commission) network. In this case, the analyses deal with a "total group" of 80 such specialists as well as with a "reduced group" of 46 people (in which only one representative from each area was included).

Table 5.6 Preparedness for Peace: Preparedness for Non-Violence, World Citizen Responsibility, Egalitarian Attitudes, and Readiness to Search for Alternatives – A schematic presentation of some components relevant to Peace Education.

	Cognitive Components, Skills	Value Perspectives	Preparedness for Action
Preparedness for Non-violence	Insights into the instabilities and risks of violence-based solutions; communication skills; conflict resolution skills	Non-violence ethics	Willingness and ambition to work for peace and against violence-based solutions
World Citizen Responsibility	Intercultural awareness; global/ecological perspectives	"Global ethics" based on "human rights"; respect for international law	Broad field of responsibility; involvement in the development of the 'world society
Egalitarian Attitudes	Insights into present injustice and lack of equality in the world society; awareness of prejudice	Equality ideal	Readiness to work for justice and more equal distribution, with an interested and tolerant attitude towards non-similar groups
Readiness to Search Critically for Alternatives	Ability to look critically at historical and present developments; media awareness; ability to generate alternative visions	Taking the position: "Shaping the future is our common task"	Readiness to develop and work for alternative visions in cooperation with others

"EDUCATION FOR PEACE" involves educational efforts to enhance four interacting "goal areas":



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We summarize some of the results in the following brief observations:

(1) The school authorities were asked whether or not the country or region had included some explicit recommendations in official documents for the schools that the teaching should include questions of peace or "peace education". We found now a No-Yes proportion (excluding "other answers") of about 60 per cent No versus 40 per cent Yes; and we observed that the answer patterns were very similar in this respect in the middle of the 1980s and at the beginning of the 1990s.

(2) Answers on the existence of instructional materials dealing with peace education showed a higher proportion of Yes answers, but again the response distributions were quite similar in the old and the new study.

(3) Answers on the occurrence of recent public discussion on peace education showed a change: In the Comparison Group, the Yes proportion decreased from about 70 per cent to about 50 per cent. Obviously, there is less debate about peace education today.

(4) Comparing groups of countries, states or regions, we found a marked difference between the European group and the United States as to explicit recommendations for schools, with considerably fewer such recommendations in the United States. The drop in public attention to peace education in terms of debates was most noticeable in Europe.

(5) When the school authorities themselves made a general assessment of change or similarities in the situation of peace education, rather few found the situation now to be "quite different"; most judged it as "identical" or "similar".

(6) When asked for a more specific assessment of change, a substantial group of the school authorities tended to find that peace education had become less controversial, that more teachers were working with peace education, that peace education had become more visible, and that peace education was now more often seen as a broad area.

(7) The group of experts (the PEC group) was, among other things, asked about perceived reactions to the term "peace education": whether teachers and school administrators tended to talk about issues related to peace education under other names than peace education. Around 60 per cent said Yes, as opposed to only around 25 per cent No. The alternative terms mentioned varied over a large spectrum.

(8) The experts were also asked whether they perceived any difficulties in getting peace education broadly accepted in their country. Only about 20 per cent said No, whereas about 75 per cent said Yes. A large number of difficulties of various kinds were mentioned, including the fact that the

ideals of peace education were often seen as conflicting with the values of the established culture.

(9) The experts got a list of 17 possible expressions for goals of peace education and were instructed to mark those that were felt to be relevant as well as the three most important ones. They were also asked about additional goal formulations. It was noted that the goal area was seen as quite broad; all the 17 expressions were selected as relevant and important. Special emphasis was placed on global perspectives and ability to generate alternative visions.

If we should try to make some overall judgements of the situation of peace education at the beginning of the 1990s and its recent development, these are some of the comments that come to mind:

So far, many countries do not have any recommendations on peace education in their official texts for schools. Hence, we still have a long way to go before peace education is generally seen as a normal and important ingredient in the school system.

Nevertheless, there is a substantial minority of countries or other regions where such recommendations exist. Compared to the situation 20 years or so ago, this is a new development which encourages some hope. In the mid-1980s we could see a fairly widespread activity in committees working in this area, trying to give school-based peace education a concrete form and legalization. However, there has been fairly little further development during the last five years or so; that is, our studies show no marked increase in the number of authorities including recommendations of this type.

Another somewhat disappointing aspect is that we do not see any distinct development in the spread of teaching materials in this field to new areas.

Even though the majority of our school authorities judge the situation of peace education as identical or similar over the half decade studied here, a substantial group of them indicate *some* changes in positive directions. For example, it is reported in a number of areas that peace education has become less controversial and that more teachers are working with peace education.

That the general development in this field has been fairly slow is also confirmed by our expert group, and this is mirrored in their special judgments about the resistance toward peace education as a term and about the fact that it is difficult to get peace education generally accepted.

In general, then, seen in a short perspective, we have a situation close to status quo, but with some positive developments. Seen in a somewhat longer perspective, the development can be described in more positive terms. But

it is quite clear that those interested in peace education have some work to do. It should be a very important task in the coming years for educators and researchers interested in peace education to try to better understand the character of the resistance or the difficulties in each particular area and to use this understanding to find better ways to overcome the barriers.

In some areas these difficulties are great, since peace education faces an established culture which is basically bellicose. Hence, we should not expect quick success stories in this field. Nevertheless, there have been sufficient positive developments over the last few decades to make it justified for us to continue our efforts with some hope for long-term progress in this important field.

A final note on the trustworthiness of information gathered by means of international surveys of the present type may be in order. It is quite obvious that single answers (especially simple reactions of the Yes and No type) can give misleading information in some cases. Even if the respondents from school authorities usually have posts that should give them considerable insight into the school system of their country or state, we cannot always be sure of their detailed knowledge about various phenomena – and perhaps not even of their complete honesty. If one, therefore, has to interpret separate reactions with some degree of caution (and try to find "validating support" in other information from the same region), it nevertheless seems possible to draw certain conclusions about the general trends in the result pattern; and it is, in fact, only such general trends that we have dealt with in this brief report. When the brief questionnaire replies were supplemented by informative letters and supporting documents of various kinds, the answers were very useful to us. We hope to make more use of this information in a later, more detailed report.

We also want to continue our attempts to gather more detailed information about the situation in different countries or regions by means of other approaches, including articles submitted to the journal "Peace, Environment and Education" – articles of the type illustrated by Lawson & Hutchinson (1992) – as well as tape-recorded interviews with experts in the field from various corners of the world (see Bjerstedt 1990a, 1991 and 1992).

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Note: This is not an exact reprint of Chapter 5 in the book "International Education and the University" (pp. 81-101), but a slightly revised version. Most changes are corrections of misprints or layout errors in the book version.

ISSN 1100-3391

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